

Pupil premium strategy statement (2022/23)

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wilson's School
Number of pupils in school (Years 7-11)	941
Proportion (%) of pupil premium eligible pupils	5.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (Reviewed November 2022)
Date this statement was published	November 2021
Date on which it will be reviewed	December 2023
Statement authorised by	Nathan Cole
Pupil premium lead	Tom Coop
Trustee lead	Boz McMillan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£54,175

Part A: Pupil premium strategy plan

Statement of intent

Although our pupils are academically able as grammar school entrants, we recognise that our disadvantaged pupils may face a wide range of challenges that prevent them from fully accessing the opportunities that a high quality education offers them. While in our care, we are committed to narrowing any gap between our disadvantaged and other pupils, ensuring that they are able to access all area of the school's broad curriculum and co-curricular opportunities. By the time our pupil premium and other disadvantaged pupils leave Wilson's, they are prepared for a successful transition to the next steps in their continuing education.

At Wilson's:

- We define disadvantage broadly and include pupils that are young carers, no longer in receipt of pupil premium funding, are supported by a social worker, or are otherwise vulnerable.
- Our pupil premium strategy focuses upon the needs of individual disadvantaged pupils, including those most affected by COVID-19, and not upon the needs of cohorts.
- All pupils are regularly assessed against subject core concepts (at KS3) and syllabus assessment objectives (at KS4) as well as for diligence. These assessments are regularly reported.
- We emphasise the importance of an academically rigorous curriculum and ensure that disadvantaged pupils have full access to it.
- We champion high quality teaching for all in line with research by the Education Endowment Foundation (EEF) and the application of their tiered approach, supported by rigorous professional development for staff.

In utilising the Pupil Premium Grant, our objectives are to:

- Ensure high quality teaching and learning in the classroom as the most important step in minimising disadvantage.
- Work with all teaching staff to ensure that they maintain the highest expectations for all of their pupils, identify the specific needs of the disadvantaged pupils that they teach and work with other colleagues in supporting these pupils to make progress in line with that of their peers.
- Remove challenges to access and learning caused by financial, family and social disadvantage. Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Ensure that attendance to school is at least in line with the school's very high expectations.
- Acknowledge and address the impact of previous COVID-19 disruption upon our most vulnerable pupils.
- Provide individual support for those pupils that are not making at least expected progress both in lessons and beyond.
- Emphasise the importance of good spoken and written language and enriched cultural capital.

- Help our disadvantaged pupils engage fully with all aspects of school life through the taught curriculum, enrichment and co-curricular opportunities.

Challenges

This details the key challenges to achievement that we have identified among some of our disadvantaged pupils.

Challenge number	Detail of challenge
1	Parental confidence or engagement in fully supporting their child educationally
2	Low diligence, less developed organisational skills and resilience
3	Lower than expected progress
4	Educational and or emotional disruption caused by COVID-19
5	Less developed speech
6	Inability to participate in all aspects of school life due to financial restrictions
7	Disadvantage can lead to lower attendance and punctuality
8	Limited access to life experiences and cultural capital may impede the contextualisation of learning
9	Reluctance to seek additional support
10	Lack of suitable workspace or technology at home

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
High academic attainment	At the point of terminal examinations, progress measures indicate that any gap identified on entry has been eliminated.
EBacc entry	EBacc entry by disadvantaged pupils continues to be in line with other pupils at the school and well above the national average.
Next steps	By the end of KS3 and KS4, pupils are able to access the next steps in their continuing education; the KS4 & KS5 curriculum ultimately enables students to meet their high aspirations related to university entrance / higher level apprentice acceptance
Improved spoken English in formal settings	Pupils are able to articulate themselves in line with their peers.

Full participation in the full breadth of school life	Participation in the curriculum beyond the classroom is in line with those not eligible for the PPG with all legitimate costs covered by the school using PP funding.
Wellbeing	Tailored support enables highest levels of attendance, full participation in the life of the school and progress in line with that of their peers.
Attendance and punctuality	Attendance by disadvantaged pupils continues to be in line with other pupils at the school and well above the national average.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28,487

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality classroom teaching for all	The use of personalised feedback, good questioning and in lesson progress checks ensure that individual needs are quickly identified and addressed. Specific strategies from the EEF Toolkit employed.	2, 3, 5, 9
Monitoring academic progress	Robust tracking systems are linked with effective intervention with disadvantaged groups. Teaching staff write comments indicating the actions they will take with underachieving pupils and then monitor the impact of these interventions; heads of department monitor these processes.	2, 3
Developmental performance management cycle	Heads of department and senior staff work closely with teachers to monitor and continually improve their own practice. Teaching snapshots confirm that the standards of the school's Teaching Excellence Criteria are maintained.	3
Professional Learning	All staff benefit from individual feedback on their practice and a programme that balances whole school initiatives with departmental priorities.	2, 3
Recruitment and retention of specialist teachers	Curriculum content is developed and delivered by subject specialists with extensive subject knowledge.	3

Support for teachers early in their careers or new to the school	Experienced teacher mentors ensure that Early Career / teachers new to the school receive regular and personalised support, complementing a programme of professional development.	3
Adjustments to the planned curriculum	At subject level, adjustments are determined by the head of department, which enables them to reviews and interleave knowledge to address areas of common weakness, including as a result of COVID-19.	3, 4, 9

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9,851

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of the KS3 and KS4 Pupil Support Managers (PSM) within the wider pastoral system	Individual needs monitored and addressed and encourages pupils to monitor and evaluate their own academic development. PSMs and heads of year work directly with parents in supporting their child academically and emotionally.	1, 2, 3, 7, 9, 10
Deployment of the school's Wellbeing Lead	Working alongside the pastoral teams, the Wellbeing Lead monitors and supports vulnerable pupils, helping to ensure continuing engagement with their education.	2, 4
Y11 PP SLT/Director of KS4 monitoring and support	All Y11 pupils in receipt of the PPG are monitored by a member of SLT or the Director of KS4 following internal examinations.	1, 2, 3, 7
Pupil Support Meetings	The pupil support manager and experienced teachers provide ongoing 1-1 pupil support.	2, 3
SENCO	Pupils with specific needs are fully supported. The SENCO coordinates and delivers this targeted support.	1, 3
Additional tutoring and school-led tutoring	Pupils in need of additional academic support have access to additional subject specialist tutoring to address specific areas of weakness in 1-1 or small group tuition.	2, 3, 4
Financial support and the provision of materials and resources.	Direct financial support helps to ensure that pupils have full access to the opportunities provided within the curriculum, for example, by proving the Art Pack, stationery or technical support at home.	1, 6, 10

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,837

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full participation in the breadth of school life by all pupils	By subsidising the cost of curriculum trips and out-of-hours activities (including the CCF and DofE), all pupils are able to participate fully in the life of the school and benefit fully from its ethos. No child should feel excluded because of inability to contribute to costs.	1, 2, 6, 8
Y7 Music and Drama Programme	All pupils benefit from access to the fully funded Y7 Music and Drama programme.	1, 2, 5, 6, 8
Breadth and depth in sport	A diverse sports programme allows all pupils to be involved in sport and a large number in competitive sport, helping to develop resilience and the importance of being physically active.	1, 2, 8
Deployment of the school's Equalities Lead	Cohort tracking of key data to ensure that all cohorts are fully engaged and positively challenged with regards to attitudes towards learning, academic progress and participation.	1, 9, 10
Enrichment and GCSE <i>plus</i>	The Department for Education has identified a lack of cultural capital as a risk factor for the most able disadvantaged pupils. This encompasses, a lack of exposure to the arts (music, dance, drama), lack of travel and therefore of knowledge of the world beyond a limited geographic area. KS4 enrichment including the Y9 Elizabethan programme, GCSE <i>plus</i> giving access to knowledge beyond examination board specifications in years 9-11.	5, 8
Educational Welfare Officer (EWO) and attendance monitoring	The EWO supports the pastoral teams and the deputy head with responsibility for attendance in addressing attendance concerns and in ensuring attendance above the national average. Key Stage Directors, PSMs and EWO to focus particularly on PP attendance and punctuality through the introduction of enhanced cohort tracking.	1, 7
Small group tutoring	Maintaining a ratio of 1:16 in tutor groups across years 7-11 provides an enhanced level of tutor support.	1, 7, 9
Behaviour and achievement tracking	Enhanced behaviour and achievement tracking alongside cohort tracking helps to ensure that patterns of behaviour are identified quickly and addressed as well as praise being noted.	1, 2

Homework	<p>The EEF identifies that here is evidence that homework is particularly effective when used in short and focused intervention.</p> <p>Teachers continue to insist upon high quality and diligent homework.</p> <p>Where required, pupils are able to complete homework at school and/or are provided with technical support at home.</p>	2, 3, 9, 10
Health and counselling provision	<p>Pupils have access to services within school in addition to that provided by the pastoral system and other practitioners.</p>	2, 4
Educational psychologist provision	<p>Higher needs pupils have access to services within school in addition to support provided by the pastoral system and other practitioners.</p>	2, 4
Promote high standards of formal spoken English	<p>Pupils consistently speak and present themselves in a manner that is suitable for a formal learning environment, focusing on volume and conscious code switching.</p> <p>Staff model and encourage appropriate speech in lessons and this is actively developed as part of the Elizabethan programme.</p>	3, 5

Total budgeted cost: £54,175

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

- Attainment, progress and attendance rates for pupils attracting the Pupil Premium at Wilson's School significantly exceed national averages. The table below shows the 2022 attainment and progress measures ().

	PP	Whole
Attainment 8	84.01	85.36
Progress 8	1.08	1.06

- Standardised assessments used in all year groups allow us to make accurate judgements about the progress of pupils and groups of pupils in each year group. These show that pupils attracting the Pupil Premium make very strong progress in all year groups and enable us to provide tailored support to those who are not doing so well.
- Pupils whose wellbeing is a cause for concern or who are underachieving are identified by the school promptly, with parents engaged, and appropriate support planned.
- Progress from Key Stage 2 to 4 is significantly above national rates. In 2022 all Y11 PP students met the school's sixth form entry requirements.
- Suspension rates are below school average.
- Pupil progress is regularly monitored via a range of assessment methodologies and reported to parents termly.
- Pupil's engagement in lessons is also subject to ongoing monitoring through the use of behaviour tracking.

Further information (optional)

Further information about the broader role of the Pupil Support Managers, our extensive co-curricular programme and our work on outreach for disadvantaged pupils is available on request.